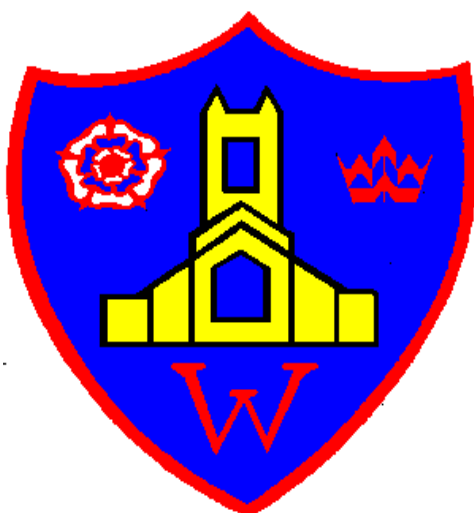


WALMSLEY CE SCHOOL

Blackburn Road, Egerton, Bolton BL7 9SA
Telephone Number: 01204 332650

HEADTEACHER: MRS JO ATHERTON



SEND Policy

Date Drafted	2018
Policy Written By:	Mrs D Carr Acting SENDCo
Date Approved By Governors:	October 2022
Date Reviewed	September 2024
Reviewed by:	Laura Bailey (SENDCo)
Date of Next Review	September 2025
Responsible Committee	Teaching & Learning

Mission Statement

As a school we pledge to:

- be a happy school where pupils are encouraged and challenged to reach their full academic and social potential in a creative, friendly and safe Christian environment
- work as a partnership with pupils, their families, staff and the wider community to provide an environment of honesty, responsibility and integrity
- give ownership of the opportunities presented to the school family thus enabling them to reflect on their time at Walmsley with pride.

Statement of Intent

Walmsley CE Primary School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision-making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

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Walmsley School SEND Policy

Rationale

This policy was developed by the SENDCo in consultation with members of staff and the Governing body in order to ensure that appropriate provision will be made for children with SEND. It is to provide guidance to all staff concerning the identification of children who may have specific difficulties and how to meet the needs of children once identified SEND. This policy is underpinned by the Mission Statement of Walmsley School and reflects the government's SEND Code of Practice.

Admissions

The Governing body has regard to the revised Code of Practice 2015 and the Disability and Discrimination (SENDA) Act 2001, in believing that the admissions criteria should not discriminate against pupils with SEND. Where pupils with SEND are admitted, the SENDco liaises closely with all involved agencies. Please see our Admissions Policy for further information.

Aims

The aims of this policy document are to:

- To raise the aspirations of and expectations for all children with SEND.
- To strive for every child to make good progress and achieve their true potential.
- To narrow the attainment gap between children with SEND and those without.

Objectives

- To ensure that all children have access to a broad and balanced curriculum.
- To provide an adaptive curriculum appropriate to individual need and ability.
- To ensure early identification of children requiring SEND provision.
- To ensure that all SEND pupils fully access the curriculum and provision is effectively matched to need.
- To work in partnership with parents in meeting the needs of children with SEND.
- To fully involve children in all aspects of their educational provision.

Definition

The Code of Practice suggests that a child has special educational needs if he or she does not make adequate progress once they have accessed targeted interventions and good quality adaptive teaching. This may mean that he/she is experiencing

- A significantly greater difficulty in learning than the majority of his/her peers.
- A specific learning difficulty, resulting in a greater difficulty of learning literacy or numeracy

- A disability which prevents, or hinders the child from making use of all educational facilities. Those facilities which are provided for children of the same age in school.

Identification Assessment and Provision.

A whole school approach is used in addressing SEND policy and practice. The Code of Practice clearly states that all teachers are teachers of SEND. It is the responsibility of all teachers to identify any difficulties pupils may have through precise and careful observation, assessment and monitoring. All teachers in collaboration with the SENDCO, are responsible for the early identification of pupils with SEND and assessing who would benefit from additional support. The SENDCO has regular meetings with teaching staff to keep them updated on needs and progress of pupils with SEND.

Early Identification

Early identification is crucial in prioritising the needs of pupils with SEND. School uses the following assessment tools in ascertaining pupil progress

- Information from Parents
- Foundation Stage information / Assessment material
- National Sats Scores
- Optional Sats Scores
- NFER Testing
- Phonics screening scores
- Further diagnostic criteria from assessment tools
- Information from class teachers

Children accessing SEND support

School has regard to the Code of Practice in identifying and meeting all aspects of SEND need. Practice reflects the graduated response, and 'Plan, Do Review' model and guidance from Bolton LA to ascertain when additional and different support will be provided, and when intervention has had the desired impact and support can be withdrawn. See flow chart in Appendix 1.

The Graduated Response

STAGE 1 - Adapted, quality first teaching, with early intervention and SEND support in the classroom. (See Wave 1 and 2 strategies and intervention within our School Offer document.)

Pupils receive appropriately adapted work set by the class teacher. Support may include:

- Low level access to a teaching assistant
- Additional ICT provision to support alternative forms of recording
- Behaviour Reward systems
- Small group teaching

- On-going contact with parents

All vulnerable learners will be included on a cohort provision map which outlines and monitors additional intervention within the year group. This enables school to

- Plan strategically to meet pupils' identified needs and track their provision
- Monitor effectiveness of utilisation of resources
- Cost provision
- Inform parents, LA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of teaching and learning as well as individual needs, providing a tool for self-evaluation.

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements (cycle of planning, action and review)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries/preschool
- information from previous schools
- information from other services

STAGE 2 - Further Targeted Support and involvement of outside agencies. (See waves 2 and 3 strategies and intervention in our School Offer document.)

Support may include:

- Additional interventions or support beyond those normally provided for other children in the school when it is clear that the child's needs require intervention which is "additional to" or "different from" the well-adapted curriculum on offer for all other pupils.
- Child will be added to the school SEND register and support will be documented on an IEP (Individual Education Plan)
- Child may be referred to an outside agency for support, via a single service referral form, or an Early Help Form where there is multi-agency involvement. See list of outside agencies that support school in Appendix 2.
- Guidance from outside agencies involved in supporting the child's learning will be taken account of in the planning and delivery of interventions.
- High level access to SNA/CA
- Some 1: 1 interventions
- More intensive group teaching
- Behaviour reward systems /Ongoing contact with parents

- Undertaking, more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.

STAGE 3 - Referral for EHCP (Education, Health and Care Plan) Stage/Statemented Provision

It is beyond the above level of provision (costing school more than an additional £6,000 per year), that pupils may be referred for an Education, Health and Care Plan assessment.

If school decides this is necessary, they will consult closely with parents, gather all evidence required and refer to the LA's 'High Needs Block' file matrices (located in the SENDCo's classroom) for procedural information and follow guidance around initiating an EHCP assessment from the Local authority.

Pupils who access the referral level do so after close consultation between all involved agencies. It is the decision of the Local Authority in conjunction with Health Professionals and other agencies, to allocate extra provision.

SEND Funding

SEND funds for children without an Education and Health Care Plan are devolved to the school's budget. School receives a Notional SEND Budget from the local authority which is used to meet the needs of pupils with low-cost, high-incidence SEND, and also contributes up-to a certain level set by the local authority (currently £6,000), towards the costs of provision for pupils with high needs.

Partnership with parents

Parents of children with SEND are kept fully informed of the provision that is being made for their children. Please see our School Offer document for more detail regarding how and when parents and children with SEND are consulted.

Roles and Responsibilities

SENDCo (Mrs Bailey) – Responsible for:-

- Co-ordinating Special Educational Needs provision.
- The day-to-day operation of the school's SEND policy.
- Reviewing and updating the SEND policy.
- Advising teachers on strategies/teaching approaches so SEND children can access planned learning objectives.
- Working closely with the Headteacher and the SLT, the teaching and support staff in co-ordinating provision for children with SEND.
- Maintaining the school's SEND register
- Monitoring the progress and attainment of SEND children.

- Overseeing the records kept by class teachers on all pupils with special educational needs, which form part of the pupil's Individual Education Plans
- Liaising with the parents of children with SEND
- Managing the teaching assistants (professional development and appraisal)
- Contributing to the training of staff and governors
- Regular liaison with SEND governor
- Managing and monitoring pupils access to Intervention Programmes
- Liaising with all external agencies involved in supporting our children with SEND
- Keeping up to date with LA and Government developments regarding SEND provision and ensuring school policy and practice adheres to the Code of Practice.
- Making referrals for children to access outside agency support
- Organising and delivering annual review meetings for children with Education and Health Care Plans.

SEND Governor (Vacant post TBC in Autumn Term 2024) – Responsible for:

- Liaising with the SEND Co-ordinator and the Head Teacher.
- Reviewing annually with the Inclusion Coordinator, the school's SEND policy with regard to the Code of Practice.
- Participating in appropriate training.

Class teachers - Responsible for:

- Quality first teaching for every child.
- Identifying that a pupil has special educational needs.
- Planning what each pupil should learn and adapting tasks to ensure all children's needs are met.
- Teaching pupils at all levels of response as outlined in the code of practice.
- Planning for, deploying and supervising the work of any teaching assistants involved in the children's learning.
- Assessing and recording progression in learning
- Regularly informing the SENDCO about progress of children with SEND
- Updating Cohort and Individual Education Plans termly.
- Meeting termly with parents of SEND children to fully involve them in the support and provision for their child.
- Writing and evaluating Education Plans (on a termly basis or as appropriate);
- Maintain up to date records.
- Implementing strategies suggested by outside agencies and documenting these on an IEP
- Creating and sharing pupil passports for all children within their class on the SEND register

Liaison takes place with all appropriate agencies, support services etc., on both a formal and informal basis. There are regular meetings attended by the SENDCO, and class teachers arrange relevant meetings to plan and monitor IEP's for children in their groups.

- Meetings with Educational Psychologist as and when required
- Termly meetings with school Special Needs Governor
- Termly meetings with Cluster group of schools linking with Secondary schools
- Regular liaison with School Nurse – particularly with reference to Annual Reviews and Assessment
- Regular liaison with Outside Agencies undertaken by class teachers in development and planning of IEPs and monitoring progress
- Secondary Liaison giving close liaison with local secondary schools.
- SENDCO from secondary schools attends Annual Reviews of Y6 pupils, or earlier if deemed necessary
- Liaison meetings relating to all children on Special Needs Register
- Transfer of all relevant documents at Y6/Y7
- Parents

Teaching assistants/SEND Assistants – Responsible for:

- Supporting SEND pupils in accessing the curriculum during learning activities, as directed by the class teacher.
- Assist in preparing the learning environment for children with SEND
- Observe and report on pupil performance, communicating information to the class teacher
- Contribute to the overall wellbeing of SEND pupils, promoting their social and emotional development

The Head Teacher (Mrs Atherton) - responsible for:

- Designated teacher for Child Protection
- The overall management of the SEND policy
- Overall responsibility for the assessment and provision for pupils with SEND.
- Working in close co-operation with the SENDCo.
- Managing the funds allocated by governors for SEND, Pupil Premium and LAC funding.
- Keeping the governors informed.
- Identifying CPD needs (through staff appraisal) and planning for staff training, with regard to supporting children with SEND.

Record Keeping

The SENDCo keeps an up to date list of children with SEND. In addition, the pupil's profile will include:

- Information from parents
- The pupils own perceptions of their difficulties
- Information from outside agencies
- Information from health/social services
- Information from previous schools

- IEPs (Individual Education Plans) with reviews
- Children with SEND are Identifiable on the school assessment tracking system.

Transition between key stages /schools /classes

A clear package of transition will be implemented by relevant staff for those pupils who are in receipt of additional support. The provision will be managed between class/key stage/and schools by the SENDCO in consultation with class teachers. Planning and provision for children with SEND at Walmsley School is not only concerned with working towards targets and objectives in the short term, but pays much consideration to the longer term outcomes/life skills we are aiming for our children to achieve in their future – this being the overarching rationale behind providing SEND support for our children.

Resources

For all identified children with SEND we aim to provide:

- termly IEPs, reviewed and agreed in consultation with parents and the child,
- consistent access to and use of equipment identified as beneficial to any child with identified SEND
- specific programmes of work to address identified learning difficulties
- adapted work
- a classroom environment which is conducive to good SEND practice
- effective use of Support Staff in School

A list of specific programmes and interventions available within school can be found on our 'Waves of Intervention' document within our School Offer.

Health and Safety

In ensuring that access to all areas of the curriculum are available to children with SEND at times it will be necessary to carry out a risk assessment and take appropriate action to ensure the safety of children and staff.

Evaluating the success of our SEND policy

The governing body will report annually on the success of the SEND policy. The Governing body will consider the following:

- The SEND aims of the school as outlined at the beginning of this policy
- The views of parents' pupils and teachers
- External professionals

Pupil progress will provide the evidence base for the success of this policy document. This will be analysed through

- IEP review meetings
- Standardised tests
- Individual pupil progress and achievement
- Tracking progress of SEND children

Other relevant policies

- This policy should be read in conjunction with the school's Equal Opportunities Policy, Disability and Accessibility Plan, confidentiality policy, Inclusion Policy, Race Equality Scheme, and all curriculum policies. Storing and managing information policy.
- The approach school takes for Dyslexia is further described in the Dyslexia Policy, which should be read in conjunction with this policy.

Complaints Procedures

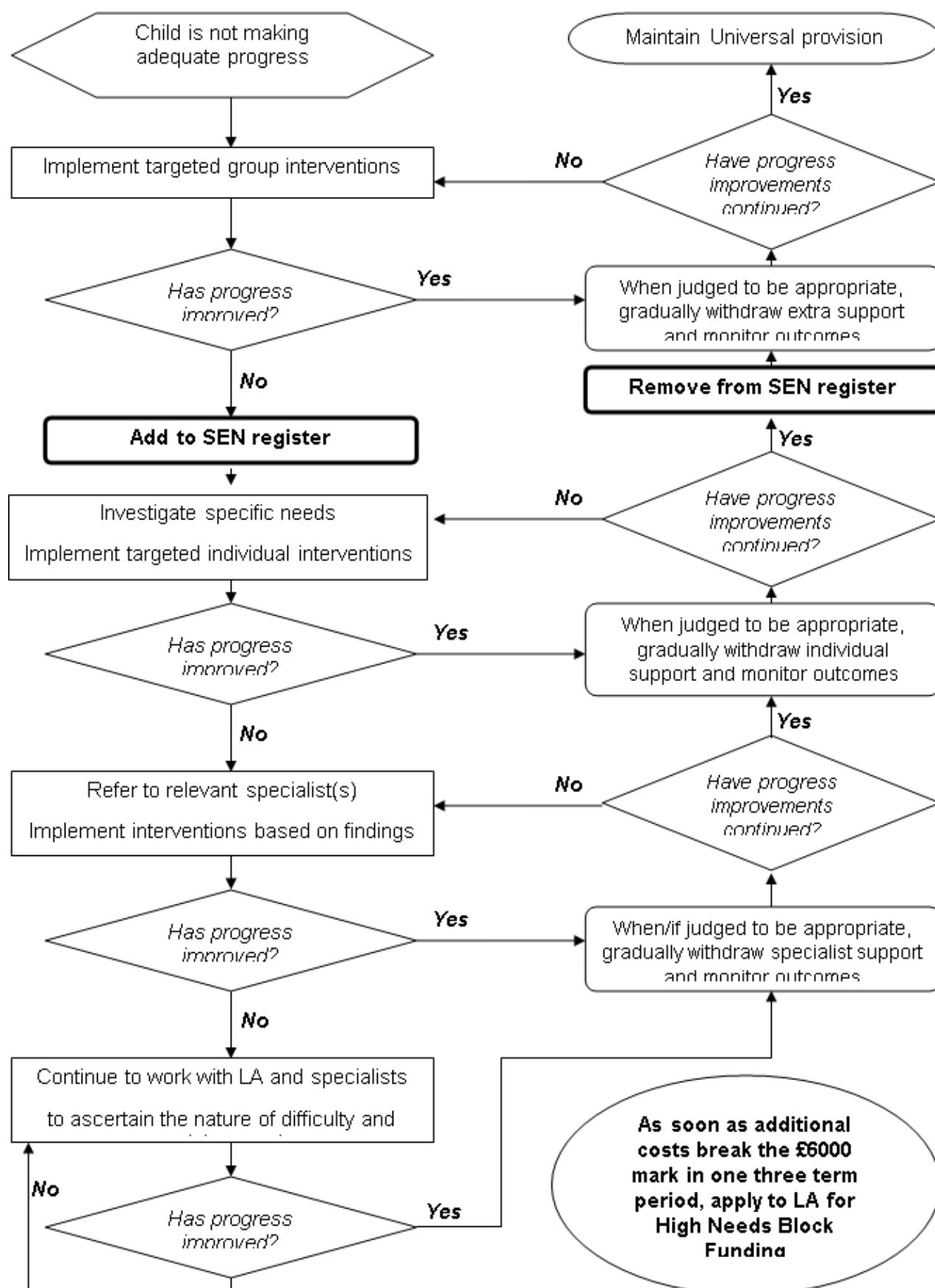
Procedure - in the event of any concerns arising in respect of provision for those children who have additional SEND support the procedure is:

- Parents refer to Class Teacher
- Class Teacher may involve SENDCO
- SENDCO may refer to Headteacher/Governors
- With respect to Education Health Care children, parents may put forward their concerns through the Annual Review.
- There is an Appeals procedure through the LA

Appendices

1. Flowchart to show 'Plan, Do, Review' model/ criteria for placing children on, and removing them from, the school SEND list.
2. List of Outside Agencies which provide further assistance in supporting school and children with SEND.

Appendix 1 Flow chart of 'Plan, Do, Review' cycle – criteria for placing children on, and removing children from, the school SEND list.



Appendix 2 Outside Agency SEND Support List

Bloom Wellbeing

Helen Coull

E-mail: helen@bloomwellbeingnw.co.uk

Educational Psychology

Sue Cornwell

E-Mail: susan.cornwell@bolton.gov.uk

Inclusion & Statutory Assessment Service

PO Box 53, 2nd Floor Paderborn House, Civic Centre, Bolton, BL1 1JW

Telephone Number: 338060

Occupational Therapy

Halliwell Children's Centre (Health Centre), Aylesford Walk, Bolton, BL1 3SQ

Telephone Number: 01204 463484

Parent Partnership COG

Lowndes Street Nursery, Lowndes Street, Bolton, BL1 4PQ

Telephone Number: 01204 848722

E-Mail: pps@boltoncog.co.uk

School Nurses

Gillian Gardiner

Castle Hill Centre, Castleton Street, Bolton, BL2 2JW

Telephone Number: 01204 463570

Ladywood School & Outreach Service

Cate Marsden

Ladywood Outreach Service, Ladywood School, Masefield Road, Bolton, BL31NG

Telephone Number: 01204 333400

E-Mail: office@ladywood.bolton.sch.uk

Sensory Support Service

Thomasson Memorial School, Devonshire Road, Bolton, BL1 4PJ

Telephone Number: 01204 333120

E-Mail: wilsonb@thomasson.bolton.sch.uk

Speech & Language Therapy

Brightmet Health Centre, Brightmet Fold Lane, Bolton, BL2 6NT

Telephone Number: 01204 462670

Traveller Education (Community Cohesion)

Family Centre, Shepherd Cross Street, Bolton, BL1 3BY

Telephone Number: 01204 338055

E-Mail: ACIS@bolton.gov.uk

Kidz2gether

Horwich Resource Centre, Beaumont Road, Horwich, Bolton, BL6 7BG

Jacqueline

Telephone Number: 07919 864784

This Policy was approved by the Governing Body of Walmsley CE School on 21/9/15

The School Effectiveness Committee